



## Huntcliff Catch Up Premium Impact Statement.

The Government made a commitment to provide additional funding to schools for each Year 7 pupil who did not achieve the expected standard in reading and/or maths at Key Stage 2.

Therefore as a school we receive an additional premium of £500 for each of our Year 7 students who did not achieve at least level 4 in reading and/or maths (maximum £500 per pupil) at Key Stage 2.

The money is used to provide additionality giving students valuable support to bring them up to speed so that they are more likely to succeed.

### **Year 7 literacy and numeracy catch-up premium 2016-17**

Additional funding is given to schools through the literacy and numeracy catch-up premium in order to support those Year 7 students who fell below the expected standard in reading or mathematics at the end of Key Stage 2. The Year 7 catch-up premium allocation for 2016 to 2017 was £15,010, an increase funding of £2,010 due to a 7% cohort increase from the previous academic year 2015/16.

At The Huntcliff School we use this funding to provide targeted and personalised intervention to ensure that accelerated and sustained rates of progress are facilitated in these two key areas. Following an initial baseline assessment, gaps in students' knowledge are identified and bespoke programmes are devised in accordance with the KS3 English and Mathematics curriculum.

### **Catch-up premium allocations Year 7 2016-2017.**

	Below Expected Standard [NS] in reading only	Below Expected Standard [NS] in mathematics only	Funding
2016-2017	53	43	£15, 010

### **Summary of the intervention strategies implemented at Huntcliff School during of 2016-2017:**

Literacy Catch Up.

- Precision Teaching Reading Programme to target low literacy levels (reading comprehension, reading ability and spelling).
- Reading and Spelling Tests; WRAT reading, NFER and Vernon spelling tests
- NLEC Consortium Literacy Gala; catch up pupils were given the opportunity to participate in a number of activities with the intention of addressing low literacy levels.
- Additional Literacy Plus classes aimed at improving reading, comprehension and writing skills.
- Renaissance Reader.

### Numeracy Catch Up.

- Target Numeracy Programme. This aimed to develop arithmetical fluency by focusing upon key number skills and personalised learning with all students working at their own pace.
- Numeracy Ninja programme was used for lesson starters on a weekly basis. The aim was to develop arithmetical fluency by channelling student competitiveness as they strive to improve upon their belt/grading. Scores and progress recorded each time.
- MyMaths programme was used for homework and to support the Target Numeracy programme in class and at home. This developed independent learning and confidence with non-repetitive practice questions.
- Numeracy Plus Group. An additional group was created to focus upon basic skills of the four operations and tables practice. The aim for to develop quicker recall.

### Quality First Teaching.

At Huntcliff School, we also recognise that the most rapid and sustained gains in progress are driven through daily classroom practice. The expert planning and delivery of personalised English and Mathematics lessons, informed by frequent high quality assessments together with regular purposeful marking and feedback are in themselves crucial 'catch-up' strategies.

## Analysing the impact

### Literacy Catch up cohort 2016-17

**Total Cohort size: 53.**

A detailed analysis was performed to look at the progress made by this cohort at the start of Year 8.

#### **The analysis was informed and evidenced by;**

- A poetry assessment which examined pupils' ability to explore meanings and ideas within a poem as well as looking at the effect of words and techniques on the reader.
- A language assessment exploring the use of language and structure in an extract.
- A creative writing assessment which assessed their use of spelling punctuation and grammar, use of vocabulary, developments of ideas and organisation.
- Intra-department standardisation led by trained AQA examiners.

#### Impact.

- 48/53 (91%) of pupils who joined the school with KS2 Reading scores of less than 100 are now professionally predicted to meet or beat their FFT20 target.
- 47/53 (89%) of pupils are making at least expected progress towards their Aspirational target grade.
- 32/53 (60%) are professionally estimated to achieve at least a standard pass in GCSE English.
- The Literacy Catch Up cohort are professionally predicted to achieve an Average Attainment 8 Grade of 4.01 compared to their FFT20 target of 3.73.

## Numeracy Catch-up cohort 2016-17

**Total Cohort size: 43**

A detailed analysis was performed to look at the progress made by this cohort at the start of Year 8.

**The analysis was informed and evidenced by;**

- Year 8 baseline tests were used and the results were directly compared between first and second sitting (1 term apart).
- Intra-department standardisation (led by a trained AQA examiner).

Impact.

- 23/35 (66%) of pupils who joined us with KS2 Maths scores of less than 100 are now estimated to meet or beat their target grade in Maths.
- 16/35 (46%) are now estimated to achieve at least a standard pass in Maths.
- The Numeracy Catch Up cohort are professionally predicted to achieve an Average Attainment 8 Grade of 4.15 compared to their FFT20 target of 3.89.
- 76% of students who achieved a score below 100 at KS2 have improved upon their initial baseline test score.
- 90% of pupils scoring below 100 at KS2 achieved a grade 1 on their initial GCSE single grade 1 test.

### **The Current Year 7: Impact to date (February 2018).**

For the academic year 2017-18, we have been allocated £17,154.

Summary of the intervention strategies implemented at Huntcliff School during of 2017-2018:

Literacy Catch Up.

- Precision Teaching Reading Programme to target low literacy levels (reading comprehension, reading ability and spelling).
- Reading and Spelling Tests including WRAT reading, NFER and Vernon spelling tests.
- NLEC Consortium Literacy Gala; catch up pupils were given the opportunity to participate in a number of activities with the intention of addressing low literacy levels.
- Additional Literacy Plus classes aimed at improving reading, comprehension and writing skills.
- Renaissance Reader.

Numeracy Catch Up.

- A Numeracy Plus group has been created which follows the PiXL Catch up programme. The focus is on developing basic skills using regular Diagnosis, Therapy and Testing (DTT).
- MathsWatch is used to support independent learning with personalised homework, practise tasks, tests, interactive revision and detailed video lessons at KS3 and KS4 to support classwork and independent learning.

- The Target Numeracy programme is used with Gateway students. This aims to develop arithmetical fluency with a focus upon key number skills and personalised learning with all students working at their own pace.
- The Numeracy Ninja programme is used for lesson starters on a regular basis. The aim is to develop arithmetical fluency by channelling student competitiveness as they strive to improve upon their belt/grading. Scores and progress recorded each time.
- Pupils are assessed using single GCSE single grade tests. Termly tests are undertaken with gap analysis aimed at single GCSE levels to inform staff of areas to target with their delivery and to facilitate effective personalised interventions.

### **Gateway Provision.**

This is new for 2017-18. The rationale behind Gateways is to provide an alternative, inclusive environment within a Secondary School for children with additional needs who would benefit from an extended period of transition. This provision is for KS3 students with a view that by KS4 all students are confident and able to undertake a range of GCSE's.

The majority of students have low levels in literacy and numeracy and therefore accelerated learning should take place in these areas. There will be daily opportunities for every child to be supported in their individual targets. This will be monitored in line with school policy and tracked by key teachers with highly personalised interventions. Interventions will be swift and purposeful and could occur at any point throughout the day, week or term. Literacy will be monitored and assessed with bi-annual Reading and Spelling tests.

### **Impact to date (February 2018).**

#### **Literacy.**

#### **Total cohort size 46.**

A detailed analysis was performed to look at the progress made by this cohort so far this year (February 2018). **The analysis was informed and evidenced by;**

- A reading for meaning assessment which built upon the baseline test administered at the very start of year 7. It assessed pupils' ability to infer meanings and ideas as well as looking at the effect of words and phrases on the reader.
- A creative writing assessment which assessed pupils' use of spelling punctuation and grammar, use of vocabulary, developments of ideas and organisation.
- Intra-department standardisation led by trained AQA examiners.

#### **Impact.**

- 42/46 (91%) of pupils who joined the school with KS2 Reading scores of less than 100 are now professionally predicted to meet or beat their FFT20 target.
- 45/46 (98%) of pupils are making at least expected progress towards their Aspirational target grade.
- 30/46 (65%) are professionally estimated to achieve at least a standard pass in GCSE English.

The impact within Gateway.

- Reading comprehension ages; 78% of catch up pupils have made at least 1 year 3 months progress in 4 months. This is accelerated, exceptional progress and translates to more than four times expected progress.

**Numeracy.**

**Total cohort size: 43**

A detailed analysis was performed to look at the progress made by this cohort so far this year (February 2018). **The analysis was informed and evidenced by;**

- Year 7 baseline tests were used and the results were directly compared between first and second sitting (1 term apart).
- Intra-department standardisation (led by a trained AQA examiner).

**Impact.**

- 38/43 (88%) of pupils who joined the school with a KS2 Maths score of less than 100 are now professionally predicted to meet or beat their FFT20 target.
- 18/43 (42%) are professionally estimated to achieve at least a standard pass in GCSE Maths.
- 70% of students who achieved a score below 100 at KS2 have improved upon their initial baseline test score.
- 63% of year 7 students scoring below 100 at KS2 achieved a grade 1 on their initial GCSE single grade 1 test.